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AUTHOR	Maliszewski, Stan; Luther, Ann
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ABSTRACT

Appraisal and continued improvement of counselor performance is a significant phase of the guidance program improvement process. School counselors must be able to: (1) deliver guidance curriculum for all students; (2) plan individually for each student; (3) respond to requests by students, parents, and teachers; and (4) plan and coordinate guidance-related activities. In order to sustain a statewide guidance program, an examination of the performance standards required of school counselors was undertaken. Part 1 of this report reviews the goals of a counselor appraisal. Part 2 discusses the appraisal participants and their roles. Part 3 contains several sections on the appraisal process including personal goals and student competencies; formal and informal observations; individual development plans; an appraisal summary; and the intervention process. Part 4 reviews the performance standards for five competencies: guidance curriculum; individual planning; response service; system support; and professional and personal qualities. These standards can be used for basic counselor appraisal and also serve as a guide for self-appraisal. Forms used for guidance planning, observations, and performance appraisal are included. (JDM)

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OMAHA PUBLIC SCHOOLS

GUIDE FOR THE APPRAISAL OF COUNSELORS

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CONTENTS

Acknowledgments Page

Introduction 1

I. Purposes of Appraisal 2

II. Appraisal Participants and Their Roles 2

III. Appraisal Process 3

A. Performance Goals/Student Competencies 3

B. Informal Observation 4

C. Formal Observation 4

1. Pre-Observation Information 5

2. Guidance Activity Observation 5

3. Post-Observation Conference 5

D. Individual Development Plan and Activity Record 6

E. Appraisal Summary 6

F. Intervention Process 7

IV. Performance Standards 9

FORMS

Annual Guidance Planning Form A 13

Annual Guidance Planning Form B 14

Observation Record 15

Post-Observation Conference Summary 16

Pre-Observation Information 17

Individual Development Plan and Activity Record 18

School Counselor Performance Appraisal 20

OMAHA PUBLIC SCHOOLS
STUDENT AND COMMUNITY SERVICES

SCHOOL COUNSELOR PERFORMANCE APPRAISAL GUIDE

ACKNOWLEDGMENTS

Performance Appraisal Committee

Rod Brakke	Guidance Director, Burke High School
Sharon Crawford	Counselor, Central High School
Elizabeth Draper	Counselor, Washington Elementary School
Harry Forehand	Bryan Senior High School
Pat Frampton	Dean of Students, Blackburn Alternative
Janice Garnett	Human Resources
Marcelle Hagen	Counselor, Benson High School
Cathy Hanrahan	Counselor, Central High School
Margie Huff	Counselor, Chandler View Elementary School
Carol Jackson	Counselor, Burke High School
Gaye Lannan	Counselor, Burke High School
Barbara Mueting	Counselor, Castelar Elementary School
Steve Nelson	Student and Community Services
Ray Perrigo	Principal, Ashland Park/Robbins Elementary
Sue Pfeffer	Counselor, Fullerton Elementary
Carol Rambo	Counselor, Mount View Elementary School
Gerald Relford	Counselor, Bancroft Elementary School
Linda Shirck	Counselor, Millard West High School
Barb Tacke	Counselor, Catlin and Oak Valley Elementary Schools
Jodi Therkelsen	Counselor, North High School
Ellen Thompson	Counselor, Benson High School
Katie Wallerstedt	Assistant Principal, Indian Hill Elementary School
Bonnie Ware	Counselor, Northwest High School

Prepared by: Stan Maliszewski
Supervisor, Student and Community Services

Ann Luther
Administrative Assistant
Student and Community Services

INTRODUCTION

"Developmental Guidance is a reaffirmation and actualization of the belief that guidance is for all students and that its purpose is to maximally facilitate student development."

American School Counseling Association

This statement reflects the vision of a developmentally appropriate comprehensive competency based guidance program which places equal emphasis on the proactive as well as the reactive approach to guidance and counseling. An emphasis on contributing to the academic success of all students through alignment with the aims of the district is a priority. Sustaining a comprehensive and proactive guidance program in the Omaha Public Schools necessitates an examination of the performance standards required of school counselors.

Appraisal and continual improvement of counselor performance is a significant phase of the guidance program improvement process in the Omaha Public Schools. In order for the district to continue a comprehensive guidance program it is important that evaluators keep in mind that the school counselor is expected to assume responsibilities in the following four program components:

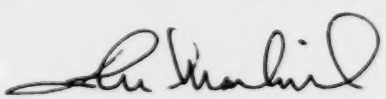
1. **Delivery of the guidance curriculum for all students**.

2. **Individual Student Planning** - available for all students and often initiated by the counselor for test interpretation, academic performance and career planning, or consulting with teachers.

3. **Response Services** - usually involving one-on-one counseling while responding to requests made by students, parents, or staff.

4. **System Support Services** - may involve planning and coordinating guidance-related activities as well as performing non-guidance related duties which are expected of counselors to the same extent as expected of teachers.

A counselor appraisal system which focuses on a comprehensive approach to guidance and counseling illustrates the district's commitment to preventive group guidance for all students and recognizes the importance of individual counseling to meet the unique needs of students.



Superintendent of Schools

January 18, 2000

I. PURPOSES OF APPRAISAL

Performance appraisal serves two basic purposes: counselor accountability and improvement of delivering the guidance program. In this system, appraisal activities address accountability primarily through district-wide standards of performance, while others focus on individualized improvement through goal setting often expressed in terms of competencies and conferences. Performance standards for counselors are defined and provide a systematic means of measuring counselor performance relative to these standards.

Related purposes of appraisal include:

Increasing communication between counselors and administrators
Defining standards of performance
Promoting continual professional development
Identifying potential leaders
Identifying the ability to make special contributions
Providing for due process in contract renewal or termination

II. APPRAISAL PARTICIPANTS AND THEIR ROLES

Successful appraisal is a cooperative venture involving counselors, supervisors, and administrators working toward the common goals of improving counselor performance and the guidance program.

For purposes of this guide, the term **counselor** refers to the individual who delivers the guidance program. For appraisal purposes, the term **counselor** can also be used to designate the individual who has been appointed as head counselor or guidance director. **Supervisor** refers to the guidance director, head counselor, or district level staff assistant who works with the counselors and provides input regarding counselor performance when requested by the building administrator. **Administrator** refers to principal or assistant principal.

A. Counselors

Counselors are the focus of the appraisal process. Since improving the guidance program is a continuous goal, all counselors will be involved in some components of the process each year. Non-tenured counselors will complete the appraisal cycle annually; tenured counselors will complete the cycle over a three-year period. This schedule recognizes that non-tenured counselors may be inexperienced and new to the expectations and procedures of the Omaha Public Schools. The tenured counselors' three-year cycle follows school board policy and state regulations. Tenured counselors may be appraised yearly when deemed necessary by the principal.

Responsibilities of the counselor in the appraisal process include the following:

1. Assuming responsibility for designated student competencies and goals to improve the guidance and counseling program.
2. Completing an Annual Guidance Planning Form and Benchmark Report.
3. Completing an "Individual Development Plan and Activity Record"
4. Participating in observations and conferences.
5. Analyzing professional strengths and weaknesses, seeking assistance when needed, and accepting constructive suggestions.

B. Principals

As the instructional leader of the school, the principal has the ultimate responsibility for appraisal. The principal may delegate some of the appraisal activities to assistant principals and supervisors. Their participation brings additional viewpoints and skills to the process.

Responsibilities of the principal in the appraisal process include the following:

1. Organizing and scheduling the appraisal procedures for the school.
2. Maintaining accurate and complete records on the performance of each counselor.
3. Reviewing the documents completed by the counselor:

"Annual Guidance Planning Form"
"Benchmark Report"
"Individual Development Plan and Activity Record"

4. Observing and conferring with the counselor.
5. Offering suggestions to improve guidance and counseling.
6. Completing the Appraisal Summary, discussing it with the counselor and submitting it to the Human Resources Office.
7. Initiating and implementing the intervention process when necessary.

C. Supervisors

The supervisor at the request of any of the parties may be involved in the process. The supervisor provides guidance and counseling expertise and an overview of district requirements.

Responsibilities of the supervisor in the appraisal process may include the following:

1. Observing the counselor and conferring.
2. Offering suggestions to improve guidance and counseling.
3. Serving as a resource and providing assistance in guidance curriculum development and delivery techniques.
4. Communicating observed counselor strengths and weaknesses to the principal.
5. Reviewing the documents completed by the counselor:

"Annual Guidance Planning Form"
"Benchmark Report"
"Individual Development Plan and Activity Record"

6. Providing data and documentation to assist the primary appraisers in making their evaluative judgments.

III. APPRAISAL PROCESS

This section describes the components, procedures, forms and timelines for the appraisal of counselors. The appraisal system has six components:

Performance Goals and Student Competencies
Informal Observation
Formal Observation and Conference
Individual Development Plan and Activity Record
Appraisal Summary
Intervention

A. Performance Goals and Student Competencies

Counselor appraisal cannot be discussed apart from the guidance program. One of the purposes of addressing performance goals and student competencies is to help the appraiser assess the level of the counselor's contribution in delivering the preventive guidance curriculum. The "Annual Guidance Planning Form" is used as a document to list student competencies (goals) which counselors deliver under the supervision of the guidance director or supervisor of counselors. See Annual Guidance Planning Forms A/B pages 13-14.

The Annual Guidance Planning Form is completed and submitted to the director of guidance, principal and supervisor of counselors. The form should specifically include the following information: competencies, guidance activities to meet competencies, resources and staff development required, methods of assessing the competencies, and a specified timeframe to meet the competencies.

Reference to the Annual Guidance Planning Form during the appraisal process is essential if preventive guidance is to continue to be a district priority. The appraiser is encouraged to observe directly the counselor's presentation of specified guidance activities. This particular observation will assist the appraiser's ratings of the counselor.

B. Informal Observation

Informal observations are brief (2-10 minutes) unannounced visits to the guidance center, counselor's office, group guidance lesson, department meeting, or other activities. Informal observations allow supervisors and administrators to drop in on counselors to note their daily performance.

It is expected that informal observations will be frequent and routine. A written record is not required for all such visits. When desired, the observer can use the Observation Record to document an informal observation with a brief written comment, which might note a compliment or express a concern. See Observation Record, Form C, page 15.

The minimum number of informal observations to be recorded on the Observation Record is as follows:

Non-Tenured Counselors - 3 each year
1 in September
2 between October and February

Tenured Counselors - 1 each year

C. Formal Observation

Formal observations are longer (30 minutes minimum) visits which are followed by conferences between the observer and the counselor. Formal observations are particularly appropriate for assessing the presentation of guidance curriculum activities. Other observable activities may include: individual conferencing; individual or group guidance information giving sessions; and guidance system support services such as administration of tests, committee work, and large group presentations.

Non-tenured counselors have at least three formal observations each year; tenured counselors have at least three formal observations over a three-year period. At least one of the three formal observations is prearranged.

The purposes of formal observation include the following:

Identifying areas of strength for reinforcement.
Identifying areas in need of refinement or improvement.
Gathering information on progress made toward meeting the student competencies listed on the "Annual Guidance Planning Form."
Providing information on counselor performance for the Appraisal Summary

Each formal observation of a guidance activity should include a post-observation conference. See Post Observation Conference Summary, Form D, page 16. If a post observation conference is not necessary and the observation is longer than two to ten minutes, the category "other" may be indicated on the Observation Record, Form C, page 15.

Pre-Observation Information

When a formal observation of a guidance activity is prearranged, the counselor completes the Pre-Observation Information Form. Through this form the counselor communicates the nature of the guidance activity to be presented. The form is given to the observer prior to the guidance activity. Either observer or counselor may request a pre-observation conference to discuss the guidance activity to be observed. See Pre-Observation Information, Form E. page 17.

Guidance Activity Observation

Guidance activity observation is essential for the continuation of ensuring a preventive approach to guidance. The observation of a guidance activity designed to meet a specified student competency is a key element in assisting a counselor to improve presentation, consultation and organizational skills. The observer completes the Observation Record Form C by writing an objective summary which describes what occurred to meet the specified competency.

Post-Observation Conference

Soon after the observation of the guidance activity, the counselor and observer meet to analyze the activity or strategy used to meet the predetermined student competency and discuss future strategies. This is also an opportunity to review the competencies designated on the "Annual Guidance Planning Form." The counselor and observer discuss what was observed and then make judgments about the effectiveness of the guidance strategy used to meet the competency. An assessment of the counselor's presentation, consultation, and organizational skills is also included. This conference should contain the following parts:

Self-analysis of the guidance activity by the counselor
Reinforcement of observed strengths by the observer
Suggestions of areas needing refinement and methods of improvement

After the conference, the observer completes the Post-Observation Conference Summary Form D as a record of the discussion. While the Observation Record is an objective description, the Conference Summary will contain conclusions and judgments reached in the conference by both counselor and observer about the guidance activity and demonstration of presentation, consultation, and organizational skills. It will also include constructive suggestions.

A combination of announced and unannounced formal observations, spaced between October and March, at different times of the day, should provide an overview of a counselor's performance skills. The minimum number of formal observations is listed below:

Non-tenured counselors - 3 each year (October - February)
1 announced
2 unannounced

Tenured counselors - 3 during the 3-year cycle
1 announced
2 unannounced

D. Individual Development Plan and Activity Record

Individual Development Plan

Although professional growth is primarily the responsibility of the individual school counselor, there are many resources that a school district can and should provide. The needs and wants of the district should be balanced with the needs and wants of the individuals on the staff. From the district's perspective, the purpose of professional growth opportunities is to provide cost-effective in-service education and training that meet the needs of the majority of counselors in relationship to priority needs of the district. From the school counselors' perspective, the purpose of participating in professional growth opportunities is to improve their professional competencies in areas that they perceive to be important.

In addition to self-assessment of performance, the Individual Development Plan can be used as a vehicle to discuss professional career goals, leadership opportunities, and diverse experiences needed to encourage continued counselor enthusiasm and dedication.

In the absence of a "career ladder" for the counselor who does not aspire to become an administrator, the principal is strongly encouraged to discuss the counselor's professional interests, and building responsibilities for the purpose of reviewing and promoting job variety and enrichment. For the counselor who is interested in district career opportunities other than in the field of guidance and counseling, this document can be used to initiate a discussion between the counselor and principal relative to pursuing professional career aspirations. The guidance director is also encouraged to promote traditional and non-traditional developmental opportunities for counselors working in the department. Therefore, the principal may want to share this document with supervisors.

Although optional, all counselors should be strongly encouraged to complete an Individual Development Plan each year. See Individual Development Plan and Activity Record, Form F, pages 18.

Activity Record

Part II of Form F is an Activity Record designed for the counselor to list their professional development activities so the principal can be aware of and consider that information before writing the Appraisal Summary. Completion of this form each year also enables the principal to keep informed of progress that is being made toward performance, improvement, job enrichment or career aspirations.

E. Appraisal Summary

The culmination of the appraisal process is the Appraisal Summary -- the formal review of the counselor's performance. The principal completes the Appraisal Summary, incorporating all the observations, conferences, information, and interactions between the counselor and all the administrators and supervisors who have participated throughout the appraisal period. See School Counselor Performance Appraisal, Form G, page 20.

The Appraisal Summary is structured around the performance standards -- those skills and qualities required of counselors in the Omaha Public Schools. The performance standards are divided into five general competencies:

Guidance Curriculum
Individual Planning
Response Services
System Support
Professional and Personal Qualities

The principal indicates the counselor's overall performance level in each of the five competencies. There are 3 performance levels: Satisfactory, Needs Improvement, or Unsatisfactory.

A ranking of **Satisfactory** (S) denotes competence: the counselor meets or exceeds district expectations. A ranking of **Needs Improvement** (N) denotes a counselor is deficient but close to meeting minimum standards of the district and needs to improve a particular skill. A ranking of **Unsatisfactory** (U) denotes incompetence - the counselor does not meet district expectations.

The principal marks the counselor's overall performance level in each of the five competencies with an S, an N, or a U in the performance level box. The competency ranking is derived from the performance standards within that competency. Skills and qualities which define each standard are listed in the performance standard section. The principal marks the counselor's performance level on each standard. An N on a performance standard may or may not result in informal intervention.

After ranking the individual performance standards, the principal marks the competency. There is no formula which calculates the marking of the competency. A counselor may receive one or more U's on the performance standard level, and still receive an S for the competency. Or a counselor might receive only one U on the performance standards and receive a U in the competency. The principal must make a judgment on an individual basis, weighing the importance of the standard with the extent of the counselor's weakness in that area. A competency ranking of U results in formal interventions. A comment section for each competency provides an opportunity for the principal to compliment strengths or note weaknesses. The Appraisal Summary comment section can be used to recommend contract renewal or to record the counselor's overall contribution.

After completing the Appraisal Summary, the principal meets with the counselor to highlight successes, review progress, discuss areas which need improvement, and suggest new directions for the coming year.

Ordinarily, the principal completes an Appraisal Summary each spring for both non-tenured counselors and tenured counselors in the third year of appraisal. But a principal may write an Appraisal Summary at any time in connection with the intervention process. The Appraisal Summary schedule is listed below:

Non-tenured counselors
1 each year before the second week in March or as needed

Tenured counselors
1 by April 1 in the third year of the appraisal cycle or as needed

F. Intervention Process

This process is designed to assist a counselor who is not performing at a satisfactory level. It is conducted by the principal. In most situations it has two stages:

1. Informal Intervention

At any time severe deficiencies are noted, observations and conferences are increased. If problems continue, an informal intervention conference is held. Here the principal gives the counselor notice of being placed on informal intervention. The principal outlines the following areas for the counselor and records them in a written summary of this conference:

Deficiencies
Desired behavior
Assistance which will be offered
Intervention procedures
Timeframe for improvement

During the informal intervention period, there will be increased observations and conferences. After 4 - 6 weeks in this status, a decision is made by the principal to discontinue intervention, to continue informal intervention, or to move to formal intervention. The Appraisal Summary is completed if the counselor is to be placed on formal intervention; it may be completed if the counselor remains on informal intervention; it need not be completed to return the counselor to non-intervention status.

2. **Formal Intervention**

Ordinarily a counselor has been on informal intervention before receiving an Unsatisfactory on any competency listed on the Appraisal Summary. Upon receipt of that Unsatisfactory, the counselor is placed on formal intervention.

The goal of intervention is to help a counselor having difficulty to gain or regain professional competence. Formal intervention is structured by the individualized performance improvement plan which states specific deficiencies and outlines assistance and appraisal procedures.

Administrators may be assigned to a team in the intervention process. An administrator from the Human Resources Office convenes the team and explains the procedures necessary to satisfy due process requirements. The principal leads the observation team and writes the Appraisal Summary. Supervisors, assistant principals, and department heads may provide intervention assistance and conduct formal and informal observations.

The basic formal intervention procedures are as follows:

- Official notice of formal intervention status from the Human Resources Department to the counselor and the principal
- Performance improvement plan coordinated by the Human Resources Department
- Contents of the plan:

  Specific performance deficiencies
  Improvement required
  Assistance to be provided
  Intervention team members and their roles
  Intervention procedures
  Timeline

- Performance improvement plan conference between the principal and the counselor
- Implementation of improvement plan
- Appraisal Summary
- Employment decision

IV. PERFORMANCE STANDARDS

The key to a comprehensive guidance and counseling program is a credible system for counselor appraisal. Although the nature of appraisal can be basically judgmental, the district believes that effective judgments concerning counselor competence should be data-supported. In drawing conclusions about performance, appraisers are asked to rely on data that have been gathered through the supervising system: the information listed on the "Annual Guidance Planning Form" and the basic standards of practice expected of counselors in the Omaha Public Schools. These performance standards not only function as the basis of counselor appraisal, but also serve as a guide for self-appraisal.

COMPETENCY ONE: GUIDANCE CURRICULUM

Performance Standards:

1.1 Uses the goals and objectives of the guidance curriculum to plan the school guidance program
- Assesses student needs and utilizes data to develop the school guidance program
- Uses the Benchmark results to re-teach objectives
- Completes the "Annual Counselor Planning Form"

1.2 Develops instructional material to meet competencies
- Utilizes material that is relevant to student population
- Determines the congruency of material with goals and objectives of guidance curriculum
- Manages equipment, facilities, and budgets effectively
- Utilizes the material requisition process effectively

1.3 Implements activities/strategies to achieve designated student competencies
- Clearly sets the purpose and expectations of the lesson
- Solicits student participation
- Uses effective classroom management skills
- Provides guidance activities which will allow students to practice or apply the learning
- Communicates with staff in initial planning and lesson follow-up

1.4 Achieves the stated competencies listed on the "Annual Counselor Planning Form"
- Completes the "Annual Counselor Planning Form"
- Strives for the completion of student competencies by all students
- Meets specific timeframe scheduled for completion of student competencies

1.5 Assesses attainment of designated student competencies
- Structures guidance activities to provide closure and to assess immediate learning
- Administers prescribed Benchmarks as a means of intermediate assessment in a timely manner

COMPETENCY TWO: INDIVIDUAL PLANNING

Performance Standards:

2.1 Consults with others to meet the developmental needs of students
- Communicates with parents and teachers to enhance student academic success
- Helps teachers recognize and provide for different learning styles
- Conducts effective conferences
- Provides relevant guidance information to parents and staff regarding students' developmental needs

2.2 Utilizes appropriate small group guidance activities to enhance student learning
- Teaches students effective study skills and test taking techniques
- Demonstrates how to use computer programs available
- Offers guidance information to accommodate students' different learning styles and needs

2.3 Utilizes community and district resources to meet individual needs of students and families
- Refers students and parents to appropriate school, district, and community service agencies
- Acts as an effective liaison between the school district and community agencies

2.4 Accurately interprets standardized tests to students, families, and staff
- Familiarizes students, staff, and parents with post-secondary related assessments
- Ensures that individuals know how to interpret standardized tests
- Takes steps to ensure that test information remains confidential
- Makes effective use of appraisal data in guidance and counseling

2.5 Helps students/families transition to next educational experience
- Facilitates the student update of the Career/Advanced Education Planning Portfolio
- Provides needed information to students/families
- Consults with appropriate professional staff
- Assists students with course selection and registration

2.6 Employs effective guidance strategies to facilitate attitude and behavior change
- Follows up on Student Assistant Team recommendations
- Explores alternatives and possible consequences
- Uses open-ended questions and prompts
- Reflects, paraphrases, and interprets communicator's message
- Uses a variety of techniques to help student learn to make positive choices

2.7 Demonstrates appropriate group guidance and counseling techniques
- Organizes and facilitates groups as necessary
- Keeps groups on task
- Encourages participation of each group member
- Facilitates communication among participants

COMPETENCY THREE: RESPONSE SERVICES

Performance Standards:

3.1 Responds appropriately to requests for information
- Returns phone calls in a timely manner
- Acquires and communicates information to parents, staff, and others in a timely manner
- Observes the ethics of confidentiality

3.2 Uses counseling activities and techniques appropriate to the topic and to the student's needs and abilities
- Encourages student to accept responsibility for own behaviors, choices, and relationships
- Exhibits sensitivity, empathy, and acceptance necessary for establishing rapport
- Holds positive regard for the worth, dignity, and uniqueness of each individual
- Provides theoretically based personal counseling to students
- Provides small group counseling as necessary

3.3 Consults with parents, educators, and community agencies regarding strategies to help students
- Exhibits sensitivity, empathy, and acceptance necessary for team problem-solving
- Uses discretion in handling confidential information
- Demonstrates professional knowledge and judgment
- Functions as a credible resource by offering a variety of options and strategies

3.4 Utilizes and manages district and community resources to meet the needs of students, families, and staff
- Serves as a liaison between school district and community agencies
- Demonstrates knowledge of the roles/responsibilities of community agencies

3.5 Provides counseling and support to students and their families in emergency situations
- Assesses crisis situations and responds appropriately
- Follows appropriate district procedures in emergency situations
- Displays self-assurance

COMPETENCY FOUR: SYSTEM SUPPORT

Performance Standards:

4.1 Works willingly with others toward a common purpose
- Works with school administrators to garner support for the guidance program and school-wide goals
- Works as a team member with teachers, administrators, and other guidance staff members

4.2 Contributes ideas to improve the climate and operation of the school
- Actively participates in committee meetings and work
- Makes recommendations to the administration to improve the climate and operation of the school

4.3 Offers consulting services to staff to enhance their effectiveness with students
- Helps teachers to develop, identify, and use guidance related material
- Participates in SAT, MDT, and Parent conferences
- Provides relevant information to staff about student needs/concerns

4.4 Effectively monitors and manages guidance related programs
- Selects program activities which meet identified student needs and are consistent with building and district goals
- Collects evidence to determine if students achieve competencies from program activities

4.5 Provides professional expertise when collaborating with others
- Demonstrates resourcefulness during problem solving
- Seeks input from others
- Uses various consultation techniques

4.6 Advocates for students
- Facilitates communication among students, teachers, parents, and administrators
- Represents needs of individual students to staff
- Provides equal opportunities for all students

4.7 Reports results and accountability data associated with delivering of CCBG program
- Participates in annual program evaluation
- Completes reports within established timeframe

COMPETENCY FIVE: PROFESSIONAL AND PERSONAL QUALITIES

Performance Standards:

5.1 Rapport
- Is respectful and sensitive to the needs of all students
- Initiates parent/guardian contacts and maintains good relationships to facilitate problem solving
- Works cooperatively with school and district personnel

5.2 Communication skills
- Speaks and writes clearly and effectively
- Maintains and utilizes adequate records
- Shares information about district and community resources
- Demonstrates diplomacy and sensitivity when dealing with others

5.3 Judgement

- Makes insightful and appropriate decisions
- Is non-judgmental toward students from all backgrounds
- Refrains from imposing personal values on others
- Deals with ambiguity

5.4 Dependability

- Is responsible, reliable, and self-motivated
- Participates in school and district activities
- Maintains flexibility which contributes to a positive school climate
- Complies with district attendance requirements
- Supports teamwork

5.5 Professionalism

- Participates in professional development activities
- Observes professional ethics
- Supports district policies
- Dresses appropriately
- Demonstrates resourcefulness

Form A

ANNUAL GUIDANCE PLANNING FORM

SCHOOL _____ COUNSELOR _____

SCHOOL YEAR _____

Competencies	Activities/Strategies	Resources	Methods of Monitoring/Evaluating	Date Started	Date Completed
ACADEMIC/EDUCATIONAL DOMAIN:					
Concept: PK.O Interact appropriately with others.					
PK.1 Demonstrate the ability to follow directions and wait for one's turn.					
PK.2 Develop good listening skills.					
PK.3 Identify and demonstrate the need to share with friends.					
Concept: K.O Relate more effectively with others.					
K.1 Demonstrate the ability to follow one and two step directions.					

(This is an example of page one of the Elementary Guidance Plan reduced to smaller format)

White - *Principal's File* **Yellow** - *Counselor* **Pink** - *Counselor's Supervisor*

Form B

ANNUAL GUIDANCE PLANNING FORM

NAME _____ SCHOOL _____ DOMAIN: **OCCUPATIONAL/CAREER - GRADE 9**

MAJOR AREAS OF COORDINATION: _____

Competencies	Activities/Strategies/ Processes	Resources	Professional Development Required	Methods of Monitoring/Evaluating	Date Started	Date Completed
ACADEMIC/EDUCATIONAL DOMAIN:						
9.1 Name sources of career information.						
9.2 Develop initial individual career goals and formulate a plan which includes course options, possible career choices, and alternative ways to attain these goals.						
9.3 Identify which required and elective courses relate to career preferences.						
9.4 Awareness of labor market trends.						

PROGRESS COMMENTS

Self-Evaluation:

Administrator Comments:

Upon completion, forward copies to: Principal
Guidance Director
Counselor Supervisor

Date Due _____

Counselor's Signature _____ **Date:** _____

Principal's Signature _____ **Date:** _____

(This is an example of one page one of the Secondary Guidance Plan reduced to smaller format)

White - *Principal's File* **Yellow** - *Counselor* **Pink** - *Counselor's Supervisor*

OBSERVATION RECORD

FORM C

Omaha Public Schools

☐ **Informal observation** ☐ **Formal observation** *(Descriptive only)* ☐ **Other**

Counselor _____ Observer _____ Date _____

Time _____ Location _____

Length of Observation _____ Activity _____

SAMPLE

(This form is available on NCR and computer disk)

A signature only indicates receipt of this form and is required only for formal guidance activity observation.

_____ _____

School Counselor's Signature *Date*

_____ _____

Observer's Signature *Date*

***White Copy** - Observer's Copy* ***Yellow Copy** - Counselor's Copy* ***Pink Copy** - To/From* _____

POST-OBSERVATION CONFERENCE SUMMARY *FORM D*

Omaha Public Schools

Counselor _____ **Date of Conference** _____

Observer _____

Summarize below the topics discussed by the counselor and the observer. Include the following:

1. Self-analysis of the guidance activity by the counselor.
2. Areas of strength.
3. Areas needing refinement or improvement and suggestions offered.

SAMPLE

(This form is available on NCR and computer disk)

_____ _____

School Counselor's Signature Date

_____ _____

Observer's Signature Date

White Copy - *Observer's Copy* ***Yellow Copy*** - *Counselor's Copy* ***Pink Copy*** - ***To/From*** _____

PRE-OBSERVATION INFORMATION

FORM E

Omaha Public Schools

Counselor _____ **Date of Conference** _____

Observer _____ **Time of Observation** _____

This form is used for announced guidance activity observations. The counselor gives the completed form to the observer before the activity. The counselor or observer may request a conference before the observation.

Guidance Curriculum Domain and Topic:

Student Competencies:

Guidance Activity or Strategy:

Resources Used:

Methods Used to Assess the Student Competencies:

Observer Focus *(Could include performance assistance)*:

_____ _____

School Counselor's Signature Date

_____ _____

Observer's Signature Date

White Copy *- Observer's Copy* ***Yellow Copy*** *- Counselor's Copy* ***Pink Copy - To/From*** _____

INDIVIDUAL DEVELOPMENT PLAN AND ACTIVITY RECORD *FORM F*

Counselor _____ **Date** _____

I. **Individual Development Plan**

General Self Assessment: *Describe below your strengths and development needs relative to your performance, professional and personal interests and careers goals.*

Performance Strengths: _____

_____

_____

Personal and Professional Development

Use the space below to identify any specific skills, abilities, or competencies you would like to develop, or strengthen, to improve your effectiveness in your current position or which will assist you with your career goals.

Skills Needed to Improve or Further Develop: _____

_____

_____

External Educational Programs Planned: _____

_____

Courses, Workshops, Seminars: _____

_____

Omaha Public Schools Staff Development Programs Planned: _____

_____

Courses, Workshops, Seminars: _____

_____

Non-Traditional Development Actions Planned:

i.e., Career Shadowing, Professional Association Involvement, Special Task Force, Leadership Roles, Program Evaluation Team, etc. _____

_____

_____

List those obstacles or concerns which you feel are interfering with the performance of your duties as a Counselor: _____

_____

_____

List additional help which you believe will improve your performance as a counselor, promote your professional interests, or progress toward your career goal(s): _____

_____

_____

II. Activity Record

List the activities in which you have participated during the past year that have contributed to your personal and professional development.

Committees: _____

_____

_____

Volunteer School Activities: _____

_____

_____

Staff Development Activities: _____

_____

_____

External Development Activities (College courses, conferences, travel, workshops): _____

_____

_____

Other Development Activities (Including those outside the Omaha Public Schools): _____

_____

_____

List the help you received this year which was valuable: _____

_____

_____

_____ _____

School Counselor's Signature Date

_____ _____

Guidance Director's/Supervisor's Signature Date

_____ _____

Principal's Signature Date

White Copy - *Personnel Copy* ***Yellow Copy*** - *Counselor's Copy* ***Pink Copy*** - *Principal's Copy*

SCHOOL COUNSELOR PERFORMANCE APPRAISAL *FORM G*

Counselor _____ **Date** _____

School _____ **Appraiser** _____

The performance standards are to be assessed by the following:

S = Satisfactory: Meets or exceeds the standards of the Omaha Public Schools
N = Needs Improvement: Deficient but close to meeting minimum standards of the Omaha Public Schools; improvement is necessary
U = Unsatisfactory: Does not meet the standards of the Omaha Public Schools

Competency 1 - Plan, Organize and Deliver the Guidance Program ☐

1.1 Uses the goals and objectives of the guidance curriculum to plan the school guidance program ____
1.2 Develops instructional material to meet competencies ____
1.3 Implements activities/strategies to achieve designated student competencies ____
1.4 Achieves the stated outcomes listed on the "Annual Guidance Planning Form" ____
1.5 Assesses attainment of designated student competencies ____

Comments: _____

_____

_____

Competency 2 - Individual Planning ☐

2.1 Consults with others to meet the developmental needs of students ____
2.2 Utilizes appropriate small group guidance activities to enhance student learning ____
2.3 Utilizes community and district resources to meet individual needs of students and families ____
2.4 Accurately interprets standardized tests to students, families, and staff ____
2.5 Helps students/families transition to next educational experience ____
2.6 Employs effective guidance strategies to facilitate attitude and behavior change ____
2.7 Demonstrates appropriate group guidance and counseling techniques ____

Comments: _____

_____

_____

Competency 3 - Response Services ☐

3.1 Responds appropriately to requests for information ____
3.2 Uses counseling activities and techniques appropriate to the topic and to the students' needs and abilities ____
3.3 Consults with parents, educators, and community agencies regarding strategies to help students ____
3.4 Utilizes and manages district and community resources to meet the needs of students, families, and staff ____
3.5 Provides counseling and support to students and their families in emergency situations ____

Comments: _____

_____

_____

***White Copy** - Personnel Copy* ***Yellow Copy** - Counselor's Copy* ***Pink Copy** - Principal's Copy*

Competency 4 - System Support

4.1	Works willingly with others toward a common purpose	
4.2	Contributes ideas to improve the climate and operation of the school	
4.3	Offers consulting services to staff to enhance their effectiveness with students	
4.4	Effectively monitors and manages guidance related programs	
4.5	Provides professional expertise when collaborating with others	
4.6	Advocates for students	
4.7	Reports results and accountability data associated with delivering CCBG program	

Comments: _____

_____

_____

Competency 5 - Professional and Personal Qualities

5.1	Rapport	
5.2	Communication Skills	
5.3	Judgement	
5.4	Dependability	
5.5	Professionalism	

Comments: _____

_____

_____

Appraisal Summary Comment: _____

_____

_____

_____

_____

_____

_____

***White Copy** - Personnel Copy* ***Yellow Copy** - Counselor's Copy* ***Pink Copy** - Principal's Copy*